

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal Mrs. Marsha Reynolds
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Crooked Creek Elementary School
(As it should appear in the official records)

School Mailing Address 2150 Kessler Blvd. West Drive
(If address is P.O. Box, also include street address)

Indianapolis IN 46228-1706
City State Zip Code+4 (9 digits total)

County Marion State School Code Number 5406

Telephone (317) 259-5478 Fax (317) 259-5453

Website/URL www.msdt.k12.in.us/ & www.msdt.k12.in.us/schools/CCreek/CCweb/CChome.html
E-mail mreynolds@msdt.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. James Mervilde
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name MSD Washington Township Schools Tel. (317) 205-3332

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Cynthia (Cid) D. McNeilly
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

8	Elementary schools
3	Middle schools
	Junior high schools
1	High schools
1	Other (Early Childhood Center)
13 TOTAL	

2. District Per Pupil Expenditure: \$9860.00
 Average State Per Pupil Expenditure: \$9642.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☒ Suburban school with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural

4. 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	23	28	51	8			
1	36	41	77	9			
2	39	32	71	10			
3	51	47	98	11			
4	43	42	85	12			
5	46	34	80	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							462

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|------------------------------------|
| _____ | 37 % White |
| _____ | 59% Black or African American |
| _____ | 2% Hispanic or Latino |
| _____ | 1 % Asian/Pacific Islander |
| _____ | 1 % American Indian/Alaskan Native |
| _____ | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 17%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	45
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Total of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	462
(5)	Total transferred students in row (3) divided by total students in row (4)	17
(6)	Amount in row (5) multiplied by 100	17%

8. Limited English Proficient students in the school: 5 %
24 Total Number Limited English Proficient
 Number of languages represented: 7
 Specify languages: Spanish, Tigrinya, Yoruba, Russian, Mandrin, Pulaar, Vietnamese

9. Students eligible for free/reduced-priced meals: 40 %

Total number students who qualify: 189

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{14\%}{71}$ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>11</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>9</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>22</u>	<u> </u>
Special resource teachers/specialists	<u>8</u>	<u>2</u>
Paraprofessionals	<u>18</u>	<u> </u>
Support staff	<u>10</u>	<u> </u>
Total number	<u>60</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	98%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	96%	96%
Teacher turnover rate	6%	3%	6%	3%	3%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Crooked Creek Elementary School is proud to be a Four-Star School in the State of Indiana, signifying that the school is in the top 25% of schools in the state in the areas of math state test scores, language arts state test scores, and daily attendance rate. The school has a rich tradition of excellence that is promoted and fostered within the school community.

Crooked Creek School is a naturally integrated school in the Metropolitan School District of Washington Township. Its student body is comprised of an African-American population of 59%, a Caucasian population of 37%, 2% Hispanic, 1% Asian, and 1% American Indian. Approximately 40% of the students receive free or reduced lunch. The school also houses one of the district's three gifted and talented sites for grades 3-5. Seventy-two of the 460 students at Crooked Creek are part of this Inquiry program. Nearly half of these students live in Crooked Creek's area.

The school features individual attention for students. The school's mission statement "ensures that the school community provides an environment where students are given opportunities and guidance to reach academic, physical, and social potentials. The students acquire skills and knowledge necessary to meet challenges of today and tomorrow." An emphasis is placed upon children striving to master standards and working to incorporate problem-solving strategies into their learning across the curriculum. Each child assumes the responsibility to perform at a quality level to meet the challenging goals prescribed by the teacher and tied to the state standards. Both large group and small group instruction is utilized, with a strong focus on differentiation as needed. Ongoing student/teacher conferences ensure that students know their academic levels in reading and math and understand what they need to do to take their achievement to the highest level possible. A quote often used among Crooked Creek students and staff is, "As good as we are, what can we do to improve and become the best possible?"

Crooked Creek Elementary School has built a strong and positive reputation in many areas, especially in the areas of literacy, the arts, economic education, global education, and philanthropy. The school is a model site for the State of Indiana in the teaching of reading using the *Four Blocks* instructional framework. This balanced literacy model ensures the teaching of all elements of language arts. The special area teachers, along with all staff, take every opportunity to integrate the arts into each aspect of their daily academic routine. Excellence in economic education has led to a National Business Week Award in 2001, and an ongoing partnership with schools in China. Crooked Creek School was a finalist this past fall, 2005, for the Goldman Sachs/Asia Society Excellence in International Education Award.

Approximately 35 students are involved in receiving volunteer tutoring services by older students (PEER Club), retired community adults (OASIS), parent volunteers, and Dad's Club members. Crooked Creek's active Parent Teacher Organization (PTO) provides a great deal of human resources and financial support for all of the school's students. One example of the parents' support is demonstrated by their 97% attendance rate at the school's parent/teacher conferences.

The administration consists of a principal and an assistant principal. Strong teacher leaders are present throughout the school. There are 26 full time licensed and two part-time teachers (the literacy specialist and Title I math teacher) on staff. Crooked Creek follows the Indiana State Standards and the MSDWT curriculum and standards. Ten classroom assistants help with instruction in grades K-3. Three full time resource teachers, four resource assistants, a part-time social worker, and a part-time psychometrist work to support our students' special needs. The instructional staff members at Crooked Creek are lifelong learners, always eager to acquire and implement new knowledge. The teachers have the same expectations for the students at Crooked Creek School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Crooked Creek uses a variety of assessments to achieve positive learning outcomes for student academic success. Through the school-developed Public Law 221 school improvement plan that is submitted to the Indiana Department of Education, educators utilize locally chosen/developed assessments throughout the school year to collect and analyze data to drive instruction. In addition, the students participate in the state mandated Indiana Statewide Testing for Education Progress (ISTEP+). The ISTEP+ test is designed to assess the high-level Indiana academic standards. Currently, the test is given to students in grades 3 – 5 in the fall of the school year. ISTEP+ measures what each child should have learned during the previous year. Results also are used to determine if schools are making Adequate Yearly Progress (AYP) in improving student achievement as part of Indiana's school accountability system under PL221 and the federal No Child Left Behind Act of 2001.

ISTEP + is divided into categories of *Pass Plus*, *Pass*, and *Did Not Pass*, with cut scores established for each grade level in language arts and math. Test data is further disaggregated in subgroups of gender, limited English proficiency, special education, socioeconomic, and ethnicity. Attached is five years of data for grade 3 ISTEP+. Overall school scores represent an increase of 12% of students demonstrating mastery of language arts standards from 77% in 2001 – 2002 to 89% in 2005-2006. Since 2002, Crooked Creek has implemented school-wide language arts initiatives which account for the rise in student achievement. Each of the last five years, Crooked Creek has significantly scored above the state average scores from 2001 – 2006 (+10%, +17%, +12%, +12%, +13%). Overall school math scores have been in the 80% range for 4 of the 5 years with 2003-2004 rising to 93%. Math scores have also been above the state average (+5%, +14%, +21%, +10%, +12%). Teachers continue to evaluate math initiatives and have recently added a problem-solving goal to the PL221 plan.

Subgroup data was derived from the state's disaggregation summary report sent to the school. Individual student data is evaluated through triangulation of the local data along with ISTEP+ within the subgroups of free/reduced lunch, black, white, and special education. With each set of new students, ISTEP+ subgroup data fluctuates, yet Crooked Creek has consistently scored high as a total school. Subgroup data is most important, and cohort data is examined to improve instruction as each student progresses to the next grade level. For example, special education students in grade 3 (during the 2004-2005 school year) scored 47% total passing in math, but in the 2005-2006 school year in grade 4 these students scored 84% passing. Indiana has only collected two years of data for grades 4 and 5, but having cohort data allows teachers to see individual student progress.

Crooked Creek has earned a Four-Star status for scoring in the top 25% in the state and has demonstrated AYP since its calculation for 2002.

AYP Total Percent Passing

Year	2004	2003	2002
Language Arts	89%	81%	90%
Math	89%	81%	81%

NOTE: The AYP report for 2005 has not yet been received as of the date of submission this application. AYP is calculated based upon students enrolled at least 162 days in school and year prior to the test year for each subgroup.

The state of Indiana has kept two years of data on the 5th grade students, the highest grade level attending Crooked Creek. Data shows **5th grade students have consistently scored in the 90th percentile range.**

5th Grade ISTEP+ Total Percent Passing

	2004-2005	2005-2006
Language Arts	91%	93%
Math	91%	95%

The state average for language arts for 5th graders passing was 73% (2004-05) and 75% (2005-06). The state average for math for 5th graders passing was 73% (2004-05) and 77% (2005-06). Crooked Creek students have outperformed Indiana students by 18 percentage points in both subject areas each year. **Please refer to pages 16 and 17 of this document to view detailed fifth grade assessment results.**

MSD of Washington Township has kept five years of data on the 6th grade students at the middle school level who attended Crooked Creek School. The following chart shows the dramatic improvement of Crooked Creek students, (+21.7% in language arts and +33.3% in math from 2001 – 2005). Crooked Creek strives to have students working at grade level by the end of the 5th grade year.

ISTEP + Scores Grade 6 Middle School Results for students who attended Crooked Creek Elementary School

	Fall 2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001
Language Arts	86%	87%	80%	86%	64%
Math	99%	87%	75%	66%	66%

Crooked Creek's ISTEP+ results and AYP data can be found at Indiana's Department of Education website address, www.doe.state.in.us, <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5406>.

2. Using Assessment Results

Crooked Creek's PL221 School Improvement Plan drives a school-wide approach for instruction and assessment. Teachers are responsible for daily assessments in the classroom to evaluate students on their achievement of state standards. To evaluate the success of PL221 efforts, our School Improvement Committee reviews and analyzes ISTEP+ results and collects additional school-wide student data in the fall, winter, and spring of each year. This data is analyzed to provide individual student learning interventions and to make any needed revisions in our school improvement plan.

Through the School Improvement Committee, grade level meetings, faculty meetings, and cross grade level meetings, educational professionals review data for the following purposes:

- Identify student needs
- Develop individual academic plans
- Develop alternative education plans (AEP)
- Provide extended day programs and summer learning experiences
- Establish opportunities for family involvement and student conferencing
- Utilize general education intervention process to determine needs for further evaluation
- Implement curricular and instructional focus
- Provide professional development

Each school year ends with student data being recorded in student progress folders to be shared with the next year's teacher. Grade-to-grade transition meetings (including grade 5 teachers meeting with grade 6 middle school teachers) are held to promote continuity in the learning process for each student. Summer planning time is provided for each grade level team to develop curriculum and instructional strategies.

3. Communicating Assessment Results

Crooked Creek School strives to improve and celebrate the academic achievement of each student. Sharing student achievement and performance results with the school community is essential. Students in grades 1-5 keep assignment notebooks. These are used as a daily communication tool between the school and home. Report cards are distributed every nine weeks, and interim reports are sent home at the four-week point to students receiving a C- or lower. Student grades are maintained through electronic grade books. Systems are set up so parents are aware of their child's ongoing progress.

The Ripple weekly newsletter is an excellent source of information. It is sent home each Friday and is also accessible on the school's website www.msdu.k12.in.us/schools/CCreek/CCweb/CChome.html. The newsletter begins with a front-page letter from the principal, followed by dates of upcoming events, staff and student recognitions, test data results, competitions, and special awards. In a recent climate audit conducted at Crooked Creek, this newsletter was mentioned by the parents as one of the key and favorite communication systems within the school.

Crooked Creek parents receive newsletters and/or have access to teacher-based websites. These newsletters contain pertinent information regarding curriculum, standards, and progress of students. Phone calls, notes and email messages are also forms of communication between teachers and parents.

Statewide assessment data is shared in various ways. The State of Indiana provides a website (www.doe.state.in.us) where all data on every school in the state is available. Crooked Creek parents are encouraged to access this website and see the school's progress. Following the return of state test results to the school, each parent receives a copy of his/her child's test scores and a letter from the principal explaining these results.

Newspaper articles, PTO meetings, family literacy nights, parent/teacher/student conferences, quarterly honors celebrations sponsored by Kiwanis Club, and the daily school news are all opportunities for student data to be shared with the school community.

4. Sharing Success

Sharing the successes of Crooked Creek School occurs at local, state, national, and international levels. Due to the expertise and talents of Crooked Creek staff members, requests are frequent for presentations to colleagues at professional seminars and at various educational institutions. When an initiative is successful at improving student achievement, all staff members are encouraged to become involved. This desire for excellence at Crooked Creek School has been seen repeatedly and has led to much of the success that the school has experienced.

Locally, teachers and administrators at Crooked Creek frequently model the *Four Blocks* literacy program for other teachers. Numerous schools have sent staff members to observe Crooked Creek teachers implementing the framework. Follow-up conversations regarding the observations have been facilitated as well. Staff members have made both individual and team presentations of *Four Blocks* material within Indiana and in nearby states.

The majority of the staff has been involved in numerous economic education and philanthropy trainings and have become leaders themselves. The administrator and several teachers have presented at local, state, and national economic education conferences.

A team comprised of the principal, the literacy specialist, and the media specialist presented on "Closing the Achievement Gap" at a state conference. The principal is actively involved in the Indiana Principal Leadership Academy, both as a graduate, a team leader, and a presenter.

Two years ago, one teacher's interest was sparked in *Visual Thinking Strategies* (VTS) sponsored by the Indianapolis Museum of Art and the Eiteljorg Museum of Native Americans. She motivated her colleagues, and now twelve Crooked Creek teachers have been trained. A videotape, to be used internationally, is presently being made of Crooked Creek teachers using this methodology.

The principal and a teacher team attended the New York Stock Exchange 5-day training in New York City this past summer. All of them have been involved in transferring what was learned there and teaching it to Crooked Creek's teachers and students, and to other central Indiana teachers.

The global focus at school has led to a school exchange between Crooked Creek and a school in Haikou, Hainan, China. Two teachers from Crooked Creek were part of a six-teacher district team who visited and taught in China three years ago. Another exchange trip for teachers is planned for the next school year to Dalian, China. The principal of Crooked Creek recently returned from presenting on the school's global education work with China at the Massachusetts International Educational Initiative held in December 2005, in Boston. Professional educators at Crooked Creek willingly learn and share to enhance the tremendous education offered at the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Crooked Creek's curriculum reflects the Indiana State Standards, the district's standards, and the school's mission and beliefs about student learning. Each state standard is defined and clearly understood by teachers and used as the basis for curriculum development. Regular assessments, both formal and informal, are used to determine student needs, to discover successes, and to guide daily instruction. The curricula provide numerous opportunities for students to experience relevant and connected learning. Learning excursions, guest speakers, simulations, and the inquiry process further enhance curricula. It is the school's goal for each student to develop a thirst for knowledge and ultimately to find success as a life-long learner.

The reading/language arts instruction is based on the *Four Blocks* literacy model. All students receive instruction at least two hours per day with 30-45 minutes of instruction in each area including comprehension, vocabulary development, writing, and self-selected reading. Grade-appropriate novels are integrated into the comprehension block, along with basal stories. The *Six Traits of Writing* and the ISTEP+ writing rubric both are utilized in the teaching of writing for all students.

Crooked Creek adheres to a balanced math framework that includes reviewing past lessons and standards, providing problem-solving opportunities, teaching new concepts through direct instruction, and writing about math. A minimum of an hour per day is dedicated to these four areas of the framework.

The inquiry model is used to teach science and social studies. This year the district adopted the Scotts Foresman science textbook, based on the inquiry method. Students investigate and explore topics related to particular themes and present information within their classes. Hands-on learning is a major part of the science program with a focus on the scientific process. The grounds of the school are used as an outdoor science lab. A log cabin has recently been constructed, and students conduct science experiments and water studies near a creek flowing through the school grounds. Critical thinking and a deep understanding of the scientific method is a school-wide focus. This will be celebrated at the school's annual spring open house where all grade 3-5 students will present a science project using the scientific method.

A strong economic and global focus within the school has served as a means to excite students and build knowledge of the world around them. Practical applications are evident as each grade level has a class business related to a country being studied. All fourth graders play *The Stock Market Simulation*, and fifth

graders gain a better understanding of government, businesses, and banking as they participate in *Exchange City*. A partnership with a school in China has served as a means for students to better understand the world and their place in it. It has also enabled students to successfully learn through integrated thematic instruction as Chinese connections are made across the curriculum.

All students in the school receive weekly instruction in art, music, physical education, and information literacy taught by licensed teachers in these content areas. Each of these is taught using the state standards as the basis for instruction. The physical education classes develop fitness and bodily kinesthetic awareness. Healthy competition, such as track and field days and group and cooperative games, keeps students actively engaged. Basic principles and elements of art are applied daily in the art classes, with a focus on creativity and a belief that every child has the capability to become an artist. Music classes encompass the teaching of singing, instrument playing, composing, recording, analyzing, interpreting music and understanding it in relation to history and culture. Students display their musical talents through performances. Students improve their information literacy skills during weekly instruction in the media center. Lessons are designed to complement instruction in the classrooms and to promote reading literacy school-wide.

Teachers at Crooked Creek find new and creative ways to reach all students. Technology is a strong and useful tool for teaching, as well as for demonstrating student learning. Crooked Creek has a strong *Arts Partners* program that integrates the arts into the academic curriculum through artist workshops, residencies, and convocations. In recent years there have been yearly original performances highlighting the cultural diversity in the school. The school views its diversity as a strength and seeks to celebrate it at every given opportunity.

2. Reading

Several years ago, in response to low scores on the language arts section of the state assessment (I-STEP), Crooked Creek adopted a balanced literacy program called *Four Blocks*. In the *Four Blocks* framework, 30-45 minutes daily is allotted to each of four teaching blocks: reading comprehension, decoding skills, writing, and independent reading practice. This program organized our reading instruction in a consistent grade-to-grade, classroom-to-classroom framework, while still retaining the effective and creative teaching strategies already being employed by the teachers. Teacher training was provided through a state grant, and the framework was fully implemented in the primary grades. Through training and model teaching by the school's literacy specialist, state assessment scores began improving in a relatively short time.

Crooked Creek expanded its reading program to cover other identified areas of need by modifying and adding to the *Four Blocks* framework instituted at the primary level. In 2000, the intermediate staff was trained in the *Big Blocks* program as a result of the success and enthusiasm experienced by the primary staff. It was discovered that the approach to decoding in the *Four Blocks* framework was not structured or systematic enough to meet the needs of students who were weak in language development. After careful consideration, the school adopted the *Open Court* program for use in the word block in the early primary grades to help with phonemic awareness and systematic decoding. The media specialist instituted the **L**iteracy **I**Ncludes **K**ids and families (**LINK**) program to supplement the 30 minute self-selected reading block, which did not allow enough time for the slower readers to progress at the desired rate in reading. **LINK** motivates and monitors home reading time and rewards extra reading at home with points toward purchasing reading and writing materials/activities. It has subsequently been found to be successful with all students at Crooked Creek.

The strength of the reading program at Crooked Creek comes from the consistency with which all grades use the *Four Blocks* framework, and the support provided by the media specialist, resource staff, and the literacy specialist. The school continues to improve as a result of strong commitment by both teachers and administrators in evaluating ongoing teaching practices, and modifying the model to ensure success.

In addition to the regular classroom reading program, the resource teachers of students with learning disabilities give extra time in reading through the use of the *SRA Reading Mastery* for decoding, *Marie Carbo* and *Read Naturally* for fluency, and *Linden Mood Bell Verbalizing and Visualizing* for comprehension.

3. Mathematics

Crooked Creek has implemented several school-wide math initiatives to enable students to acquire the skills and knowledge necessary to meet the challenges of today and tomorrow. Each teacher utilizes a framework in which math is taught daily for a minimum of one hour. During that period, time is dedicated to reviewing past lessons, to providing problem solving opportunities for applying knowledge, to teaching new concepts through direct instruction, and to writing about math. At all grade levels, concepts are developed through careful use of manipulatives and integration of technology, and they are made relevant and meaningful through applications connected to the real world.

At Crooked Creek, students are given the opportunity and guidance to reach their academic potentials in math. Carefully constructed student improvement goals outline strategies for realizing those goals. Crooked Creek has a major focus on learning basic math facts. Students in grades K-5 have been using a site-based math fact program, *Fact Factory*, to assess 100% mastery of math facts by the end of fifth grade. All students use a *4 Steps to Success* approach to problem solving. They read the problem, plan how to solve it by choosing a strategy, answer by responding in both oral and written form and, finally, check by evaluating and justifying their responses. A *Title I* assistant and a part-time licensed math teacher provide math support for those students in greatest need. *Project Seed* is an initiative that has been utilized at our school for the past three years. Its emphasis is on higher-level thinking, especially related to developmentally appropriate algebra and geometry. Research-based methodologies such as *Project Seed* enable our students to grow mathematically.

4. Instructional Methods

The different instructional methods that Crooked Creek uses school-wide to improve student learning are implemented with two major focuses in mind: educational “best practices” and brain compatible learning. Best practice standards consistently offer methods incorporating the most recent knowledge, technology, and procedures available. They embrace teaching that is solid and responsible, reputable and informed, and state-of-the-art. Brain compatible learning consists of doing what makes sense based on how brains learn best, and teachers are encouraged to accommodate different learning styles. At Crooked Creek, these methods are blended together in student-centered instruction that engages ALL students in learning activities, and employs active, hands-on learning that is meaningful and enriching.

Lessons are delivered through a variety of planned and purposeful instructional strategies. Integrated learning connects all subjects, including the arts. Meaningful connections are made through guided reading and writing in the content areas. Students use an inquiry-based model of study in which higher order thinking skills are integral. This model affords many opportunities for the use of problem solving skills and student choice throughout the learning process. Crooked Creek employs various ways to present and learn information. Direct instruction is incorporated whenever needed, flexible grouping is used to modify or expand the content to accommodate individual needs, and collaborative activities are designed to build cooperative skills. Instruction is individualized whenever possible, and one-on-one conferencing occurs in multiple areas. For instance, teachers share test scores and assessment results with students, and discuss strategies and goals for improvement. All tasks and activities are developmentally appropriate, and they are supported with the integration of technology.

Crooked Creek incorporates several specific school-wide instructional strategies. To ensure a safe and secure learning environment, the school implements a peer mediation/conflict resolution program that includes trained student mediators. *Advancement Via Individual Determination* (AVID) is used in grades 4-5 to teach

organizational skills, to introduce the use of Cornell notes and learning logs, and to help with a successful transition from elementary to middle school. Each student in the school completes a science/math word of the week that is turned in and graded, and each class offers a guess for the weekly estimation jar. Student learning is improved through high expectations and consistent application of strategies such as these.

5. Professional Development

Time and funding allocated for professional development is a priority for the school and the school district. Professional development is critical to improving instruction. Crooked Creek's professional development activities are provided for educational professionals throughout the school year and during summers to implement our PL221 goals for student achievement. Professional development focuses on brain compatible learning and research-based instructional approaches.

Since 1998 Crooked Creek has been a visitation site for the state of Indiana to train teachers in the *Four Blocks* literacy model. In order to improve kindergarten readiness and first grade literacy demands, primary teachers began training, developing, and implementing *Open Court* phonemic awareness strategies. A large percentage of time is also spent on the district's math framework for effective math instruction. *Project Seed* provides appropriate training for higher level thinking in math.

Major special education initiatives have occurred in the past three years for both special education teachers and many regular education teachers. The areas of concentration have been in ADHD and goal writing, autism training, correlating state standards with Individualized Education Plan (IEP) goal writing, *Handwriting Without Tears*, state alternative testing ISTAR training, strategies in working with students with behavior issues, collaborative teaching, and Behavior Intervention Plans.

Crooked Creek educational professionals have also participated in state and international initiatives related to economics and global studies, providing students with real world connections. Crooked Creek has been recognized at the local, state, and national levels for its economics education for students in K-5. Crooked Creek educators are committed to preparing students to be successful in a world economy.

PART VII – ASSESSMENT RESULTS

Crooked Creek Results for 3rd Grade Language Arts ISTEP+ (CTB/McGraw-Hill)

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Pass Plus	29%	17%	20%	20%	No data
Pass	61%	71%	67%	70%	77%
Total Percent Passing	89%	88%	87%	90%	77%
Number of students tested	94	76	82	80	79
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	2%	3%	0%	0%	0%
SUBGROUP SCORES					
1. Free/Reduced Lunch					
Pass Plus	16%	5%	13%	N/A	No data
Pass	58%	79%	72%	N/A	68%
Total Percent Passing	74%	84%	84%	N/A	68%
Number of students tested	31	19	32	9	22
2. Black					
Pass Plus	16%	0%	20%	6%	No data
Pass	65%	82%	57%	79%	59%
Total Percent Passing	82%	82%	76%	85%	59%
Number of students tested	49	38	46	33	39
3. White					
Pass Plus	52%	33%	15%	36%	No data
Pass	48%	67%	85%	61%	97%
Total Percent Passing	100%	100%	100%	97%	97%
Number of students tested	33	30	26	36	30
4. Special Education					
Pass Plus	17%	12%	0%	N/A	No data
Pass	50%	59%	64%	N/A	67%
Total Percent Passing	67%	71%	64%	N/A	67%
Number of students tested	12	17	11	4	15
STATE SCORES					
Pass Plus	12%	12%	13%	10%	No data
Pass	62%	63%	62%	62%	67%
Total Percent Passing	76%	76%	75%	73%	67%

N/A = results of students fewer than 10 are suppressed

No data = state did not yet have a Pass Plus category of scoring

**Crooked Creek Results for 3rd Grade Math ISTEP+
(CTB/McGraw-Hill)**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	Sept.	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES					
Pass Plus	26%	33%	39%	19%	No data
Pass	61%	51%	54%	64%	76%
Total Percent Passing	86%	84%	93%	81%	76%
Number of students tested	94	76	82	80	79
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	2	2	0	0	0
Percent of students alternatively assessed	2%	3%	0%	0%	0%
SUBGROUP SCORES					
1. Free/Reduced Lunch					
Pass Plus	13%	16%	41%	N/A	No data
Pass	65%	47%	47%	N/A	68%
Total Percent Passing	77%	63%	88%	N/A	68%
Number of students tested	31%	19	32	9	22
2. Black					
Pass Plus	12%	13%	30%	3%	No data
Pass	63%	58%	57%	70%	59%
Total Percent Passing	76%	71%	87%	73%	59%
Number of students tested	49	38	46	33	39
3. White					
Pass Plus	45%	57%	42%	36%	No data
Pass	52%	40%	58%	58%	97%
Total Percent Passing	97%	97%	100%	94%	97%
Number of students tested	33	30	26	36	30
4. Special Education					
Pass Plus	17%	24%	18%	N/A	No data
Pass	42%	24%	64%	N/A	67%
Total Percent Passing	58%	47%	82%	N/A	67%
Number of students tested	12	17	11	4	15
STATE SCORES					
Pass Plus	13%	13%	13%	9%	No data
Pass	60%	60%	59%	57%	71%
Total Percent Passing	74%	74%	72%	67%	71%

N/A = results of students fewer than 10 are suppressed

No data = state did not yet have a Pass Plus category of scoring

**Crooked Creek Results for 5th Grade Language Arts ISTEP+
(CTB/McGraw-Hill)**

	2005-2006	2004-2005
Testing Month	Sept.	Sept.
SCHOOL SCORES		
Pass Plus	20%	16%
Pass	73%	74%
Total Percent Passing	93%	91%
Number of students tested	80	86
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. Free/Reduced Lunch		
Pass Plus	13%	2%
Pass	75%	83%
Total Percent Passing	88%	86%
Number of students tested	33	42
2. Black		
Pass Plus	17%	4%
Pass	69%	83%
Total Percent Passing	86%	88%
Number of students tested	42	48
3. White		
Pass Plus	26%	38%
Pass	74%	63%
Total Percent Passing	100%	100%
Number of students tested	27	32
4. Special Education		
Pass Plus	N/A	0%
Pass	N/A	64%
Total Percent Passing	N/A	64%
Number of students tested	8	11
STATE SCORES		
Pass Plus	9%	9%
Pass	64%	63%
Total Percent Passing	75%	73%

N/A = results of students fewer than 10 are suppressed

No data = state did not yet have a Pass Plus category of scoring

**Crooked Creek Results for 5th Grade Math ISTEP+
(CTB/McGraw-Hill)**

	2005-2006	2004-2005
Testing Month	Sept.	Sept.
SCHOOL SCORES		
Pass Plus	33%	30%
Pass	63%	60%
Total Percent Passing	95%	90%
Number of students tested	80	86
Percent of total students tested	100%	100%
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0%	0%
SUBGROUP SCORES		
1. Free/Reduced Lunch		
Pass Plus	28%	10%
Pass	63%	81%
Total Percent Passing	91%	90%
Number of students tested	33%	42
2. Black		
Pass Plus	21%	15%
Pass	71%	73%
Total Percent Passing	93%	88%
Number of students tested	42	48
3. White		
Pass Plus	52%	59%
Pass	48%	38%
Total Percent Passing	100%	97%
Number of students tested	27	32
4. Special Education		
Pass Plus	N/A	9%
Pass	N/A	82%
Total Percent Passing	N/A	91%
Number of students tested	8	11
STATE SCORES		
Pass Plus	18%	12%
Pass	58%	60%
Total Percent Passing	77%	73%

N/A = results of students fewer than 10 are suppressed

No data = state did not yet have a Pass Plus category of scoring